

Grade 5 Resources Table of Contents

Reading Selections:

Excerpt from Narrative of the Life of Frederick Douglass
Poems by Langston Hughes
A Picture of Freedom
Lincoln's Words (Emancipation Proclamation and Gettysburg Address)

Resources:

A: Reading Summative (Example)
B: Writing Rubric
C: Story Elements Flipbook
D: Chart: Using Words to Express an Opinion
E: Opinion Prompt
F: Visual Outlines
G: Techniques for Opening an Opinion Piece
H: Status Cubes
I: Chart for Close Reading
J: QR Code
K: Techniques for Closure
L: Comma-Quote Strategy Anchor Chart Example
M: Monitoring Comprehension
N: Complex Sentences Flipbook
O: Identifying Main Idea and Details
P: Informational Writing Graphic Organizer
Q: Differentiated Tasks Based on Readiness
R: Point of View Examples
S: Point of View Flipbook
T: Listening to Your Inner Conversation
U: RAFT

**Grade 5 Resource B:
All Lessons**

Writing Rubric

Element	Does Not Meet	Approaches Standard	Meets Standard	Exceeds Standard	Points/ Comments
a. Introduce a topic clearly and Group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia.	Writing contains incomplete paragraphs Point Range 0-9	Writing contains 1-3 complete paragraphs Point Range 10-24	Writing contains 4+ complete paragraphs and a clear introductory statement Point Range 25	Writing contains 4+ complete paragraphs with headings and illustrations. Point Range 27	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Attempts to use one: Facts, definitions, concrete details, quotations, or examples Point Range 0-4	Attempts to use two: Facts, definitions, concrete details, quotations, or examples Point Range 5-9	Uses two correctly: Facts, definitions, concrete details, quotations, or examples Point Range 10	Uses three+ correctly: Facts, definitions, concrete details, quotations, or examples t Point Range 12	
c. Link ideas within categories of information using words and phrases.	No transition words Point Range 0-4	1-2 transition words Point Range 5-9	3-4 transition words Point Range 10	5+ transition words Point Range 12	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	No vocabulary words evident Point Range 0-4	1-2 vocabulary words evident Point Range 5-9	3-4 vocabulary words evident Point Range 10	5+ vocabulary words evident Point Range 12	
e. Provide a concluding statement or section related to the information or explanation presented.	No closure Point Range 0-4	Complete closing sentence contained in last paragraph Point Range 5-9	Complete closing paragraph Point Range 10	Complete closing paragraph that summarizes main ideas of writing Point Range 12	
Total Points					/100

Grade 5 Resource C:

Lesson 1 Story Elements Flip Book

Cut on solid lines. Fold along the dotted line. Put dots of glue on the back of the long narrow part (flipbook title) and then glue the flipbook into a journal. Lift the tabs to write examples or explanations underneath.

STORY ELEMENTS	Exposition
	Rising Action
	Plot Points
	Climax
	Falling Action
	Resolution
	Character
	Setting

STORY ELEMENTS	Exposition
	Rising Action
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Grade 5 Resource D:
Lesson 2: Using Words to Express an Opinion

Literature:	Characters People:	Topic/Issues:
funny makes me think weird page-turner hard to understand has an important lesson quick-paced engaging sad	important caring principled knowledgeable brave smart kind funny imaginative	best/worst most/least negative/positive healthy/unhealthy safe/dangerous harmful/helpful fair/unfair important/unimportant sensible/senseless

Grade 5 Resource E:
Lesson 2: Opinion Prompt

In the Civil War times, the nation was divided into two Groups, those who wanted to keep the United States as a union, and those who wanted to split the country into two separate nations. People on both sides had very strong reasons about why their side was correct. Sometimes families were divided by this issue. You live in Georgia which was a Confederate state, but Georgia is a part of the United States today.

If a state disagrees with the national government, should it be allowed to secede from the country?

Think about how states and the national government interact with each other. Think about what states do for the country, and what the country does for states.

Remember, the Revolutionary War was a fight between the English colonies and the national English government, which is similar to a civil war. The Revolutionary War is remembered as a good war for the United States, but the Civil War is remembered as a bad war for the United States.

What is your opinion about this? Should a state be allowed to secede from the country? Why do you feel this way? What reasons from your knowledge of history and life today will support your opinion?

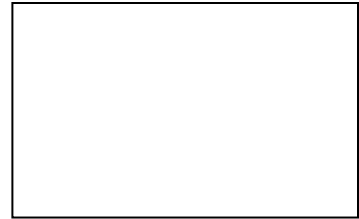
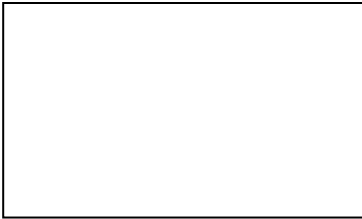
Write an essay that will share and explain your opinion to others in your class.

Grade 5 Resource F:
Lesson 3: Visual Outlines

Opinion Writing Visual Outline/Graphic Organizer

Opinion Statement:

Reasons:



Concluding Statement:

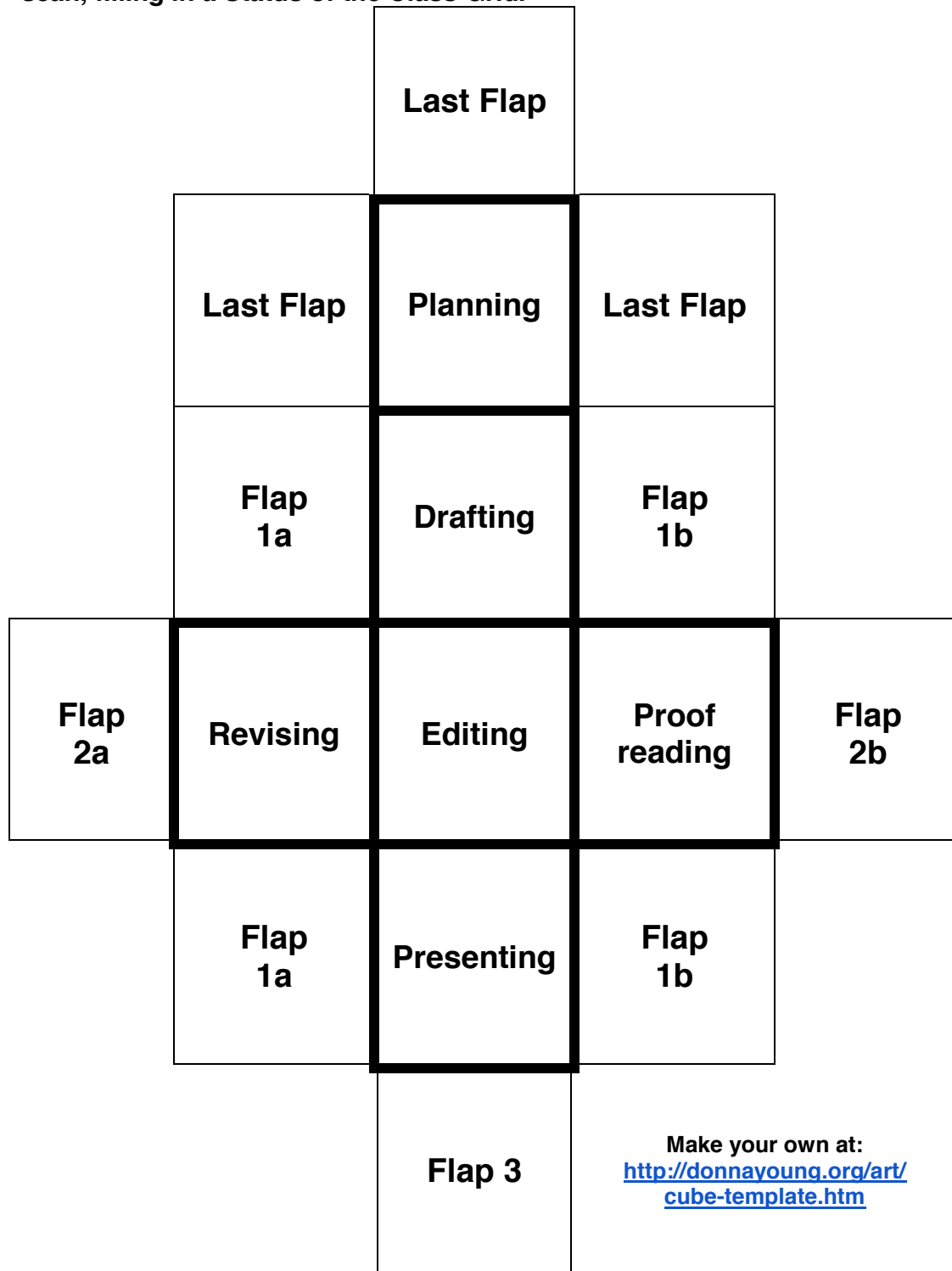
Grade 5 Resource G:
Lesson 3: Techniques for Opening an Opinion Statement

Techniques for Opening an Opinion Statement:

- **Direct statement:** This essay is about smoking. I think people should avoid smoking.
- **Personal connection:** My friend Gordon was starting to cough more often. The doctor said it was because he had been smoking for 22 years. Being friends with Gordon, I have an opinion about smoking. I think people should avoid it.
- **"Draw-in" questions:** Do you know someone who smokes? Do you ever worry about this person's health? Smoking can be hazardous to health and kids should think twice before starting.
- **Fact-based question:** Did you know that smoking causes about 20 percent of our country's deaths each year? I think it's important to avoid smoking.
- **Fact or detail:** Smoking causes about 20 percent of our country's deaths each year. In my opinion, people should avoid smoking.
- **Quotation:** "Smoking is the most preventable cause of death in the United States." (<http://pbskids.org/itsmylife/body/smoking/article2.html>).
- **Analogy:** A cigarette is like a little piece of poison. I think people should avoid smoking.
- **Snapshot:** On Saturday, my friend Gordon held his cigarettes over the trash can in the parking lot and cut them in half with scissors. I think this was a pretty good idea.
- **Observation from the senses:** Gordon's car already smells better. He hasn't smoked in his car for a whole month! Aside from a fresh car, there are lots of reasons to avoid smoking.

Grade 5 Resource H
Lesson 3: Status Cubes

Have students create cubes with each of the stages of writing and place them on their desks at the beginning of Writers' Workshop. The stage of writing they are in should face the front of the room and as students settle in the teacher can do a quick scan, filling in a Status of the Class Grid.



Grade 5 Resource I: Lesson 4: Chart for Close Reading

Chart for Close Reading

How do the characters dress? How do they talk? What is their daily life like?

[illegible]

Grade 5 Resource J:
Lesson 4: QR Code
[QR code generator website.](#)



Grade 5 Resource K:
Lesson 5: Techniques for Closure

Techniques for Closure:

- **Reinforcement:** Rephrase your introductory statement about the case you want to make. Focus on reinforcing rather than repeating.
- **Quotation:** Find a quotation that backs your opinion. You might need to write something before or after the quotation so that it makes sense to the reader.
- **Short story:** End with a very short personal story related to the opinion.
- **Question:** End with a question that will get readers to think about their own opinions on the matter.
- **Humor:** End with a humorous statement.
- **Image:** End with a captioned photo or illustration that supports your opinion.

Grade 5 Resource L:
Lesson 9: Comma-Quote Strategy

Comma-Quote Strategy Anchor Chart Example

Comma-Quote Strategy

- The author said, “ ---.”
- On page # it says, “ ---.”
- “---,” is an example of ---.
- I know the character is ---
because on page # it says, “---.”
- I can infer that --- is correct
because the character says, “---.”

Grade 5 Resource M:
Lesson 10: Monitoring Comprehension

Monitoring Comprehension

Why meaning breaks down:	Fix-up strategies:
Fatigue	Read
Disinterest	Read on
Stress	Ask a question
Too hard	Use background knowledge
Not enough connections	Stop reading and refocus on text
Distracting connection	Making the place where we stray from meaning with a post-it
Can't pronounce a word	Skip over unfamiliar names and places and find out their pronunciation after reading

Grade 5 Resource N:
Lesson 10:

Complex Sentences Flipbook

Cut on solid lines. Fold along the dotted line. Put dots of glue on the back of the long narrow part (flipbook title) and then glue the flipbook into a journal. Lift the tabs to write examples or explanations underneath.

COMPLEX SENTENCES		
	Subordinating Conjunctions	Example Sentence
	Dependent Clause	

COMPLEX SENTENCES		
	Subordinating Conjunctions	Example Sentence
	Dependent Clause	

Grade 5 Resource O:

Lesson 11: Identifying Main Idea and Details with *A Picture of Freedom* excerpt

Main Idea:

Supporting details:

Supporting details:

Supporting details:

Grade 5 Resource P:
Lesson 11: Informational Writing Graphic Organizer

Informational Writing Graphic Organizer

Introduction to Topic:

Category of Information:

Category of Information:

Category of Information:

Category Information:

Conclusion:

Grade 5 Resource Q:
Lesson 12:

Differentiated tasks based on readiness based on Carol Ann Tomlinson

<p>Task 1 (struggling students) Students who have difficulty reading and reasoning.</p> <ol style="list-style-type: none">1. Read or listen to the passage.2. Select one of the questions on the cards that you think would be a good discussion starter.3. Work with partner to give a thoughtful answer to the question you picked.	<p>Prepare question choices appropriate for the students and allow them to work with partners. Later, ask the students to add their own questions to teacher's list of options.</p>
<p>Task 2 (on target students)</p> <ol style="list-style-type: none">1. Read the passage2. Student has 2 choices.<ul style="list-style-type: none">• Choice 1 is to write four more questions that would be good discussion starters.• Choice 2 is to write four more questions that get us to think about the actions, feelings, or thoughts of a main character in the story.	<p>Include examples of thoughtful questions.</p> <ul style="list-style-type: none">• How does the character feel about certain people?• This character reacted to something that happened or was said. Using textual evidence what did the character do?
<p>Task 3 (advanced students)</p> <ol style="list-style-type: none">1. Read the passage2. Write four or more statements about an important character. Then, pose questions that ask about that character's words or behaviors. Relate at least one question toward the topic of meeting challenges	<p>Include examples of thoughtful questions.</p> <ul style="list-style-type: none">• One example of how this character faced a challenge was _____. What were the events that caused this challenge?• Often, main characters have counterparts in the story who cause them to have to confront a weakness or problem in themselves. Can you find an example of that counterpart in this chapter?

Grade 5 Resource R:
Lesson 13:

Point of View Examples

Example 1:

My name is Homer P. Figg, and these are my true adventures. I mean to write them down, every one, including all the heroes and cowards, and the saints and the scalawags, and them stained with the blood of innocents, and them touched by glory, and them that was lifted into Heaven, and them that went to the Other Place.
~ *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick

Example 2:

They walked in line across the meadow, through their own dead from the day before. Charley tried not to look down at them but couldn't help it and found that they all looked alike. He could not identify men he'd known for months.
~ *A Soldier's Heart* by Gary Paulson

Example 3:

Will sighed and tipped his hat so the brim shaded his eyes from the late afternoon sun. Now, if only he could block out the monotonous creaking of the buggy wheels.
Doc Martin pointed to a small cluster of buildings on the right and said, "Shouldn't be much farther now. They live just a couple of miles beyond the store and the mill."
~ *Shades of Gray* by Carolyn Reeder

Example 4:

The year is 1863. The United States and the Confederate States of America are in the middle of a bitter civil war. The war started on April 12, 1861, when Confederate soldiers fired on Fort Sumter in South Carolina. Since then, the Yankee troops of the North and the Rebels of the South have fought many battles.
The issues behind the war are complicated. But you understand a few things. The South wants its independence from the North.
~ *The Civil War: An Interactive History Adventure* by Matt Doeden

Grade 5 Resource S:
Lesson 13:

Point of View Flipbook

Cut on solid lines. Fold along the dotted line. Put dots of glue on the back of the long narrow part (flipbook title) and then glue the flipbook into a journal. Lift the tabs to write examples or explanations underneath.

POINT OF VIEW				

POINT OF VIEW				

Grade 5 Resource T:
Lesson 14: Listening to your Inner Conversation

Listening to Your Inner Conversation

Page Number:	My Thinking:

Grade 5 Resource U:
Lesson 15:

RAFT Writing Strategy

RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about content information they are studying. Students learn to respond to writing prompts that require them to think about various perspectives:

- **Role of the Writer:** Who are you as the writer? A movie star? The President? A plant?
- **Audience:** To whom are you writing? A senator? Yourself? A company?
- **Format:** In what format are you writing? A diary entry? A newspaper? A love letter?
- **Topic:** What are you writing about?

ROLE	AUDIENCE	FORMAT	TOPIC
YOU ARE A CHARACTER IN CURRENT NOVEL	<ul style="list-style-type: none">· another character in the current novel· character in any other book or short story· a famous person today or a historical figure· the reader· myself (as character in novel)	<ul style="list-style-type: none">· informal letter· picture portfolio of drawings and detail captions· personal diary· play script	<p>Answer one or more of these guiding questions in your writing and/or pictures:</p> <ul style="list-style-type: none">· How does the setting affect you?· How have you changed and why?· What internal conflicts do you face, and how can you overcome them?

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